

DOCUMENT RESUME

ED 073 600

EC 051 389

TITLE "Multi-County Diagnostic-Instructional Program for Young Deaf Children" (Serving Lee, Collier, Hendry and Charlotte Counties).

INSTITUTION Lee County Board of Public Instruction, Fort Myers, Fla.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee.

PUB DATE 72

NOTE 38p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Aurally Handicapped; Deaf; *Diagnostic Teaching; *Early Childhood; *Educational Programs; *Exceptional Child Education; Hard of Hearing; Program Descriptions

ABSTRACT

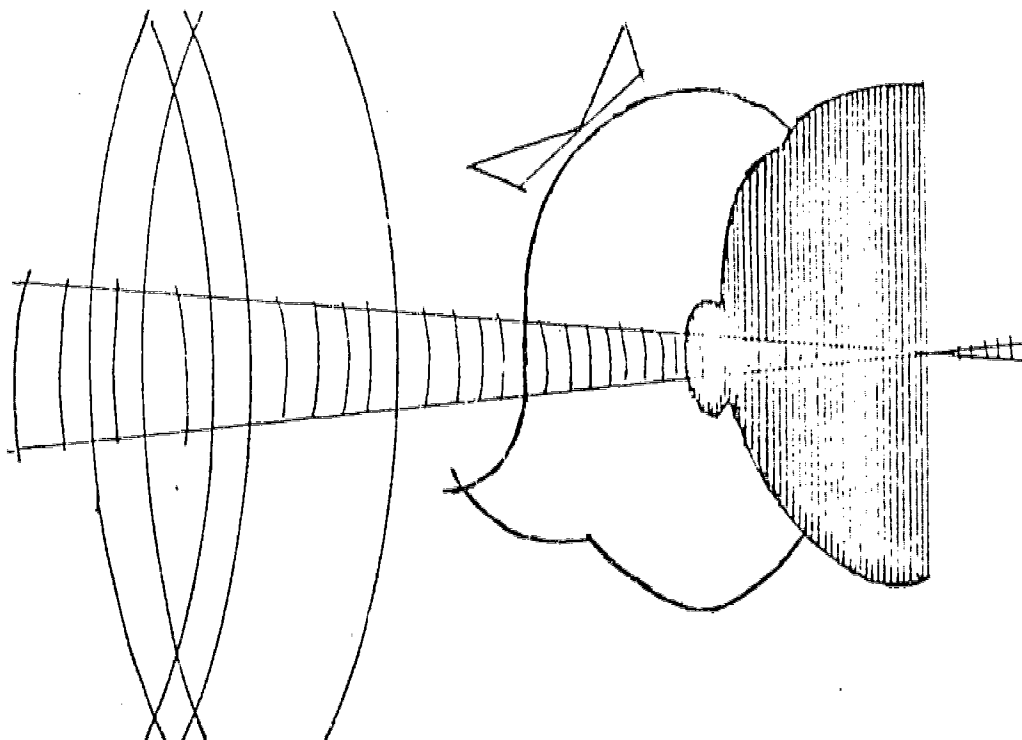
Described is a 1 year program designed to provide a sequential diagnostic-instructional program for 16 young deaf and hearing impaired children in four Florida counties. Objectives of the program are said to have included the development of language and communication skills, inservice education for staff members, parent activities to encourage better home training, purchase of special equipment and materials, renovation of facilities, and use of consultant services for inservice education and evaluation. An overall objective is given to have been the children's acquisition of readiness skills for an academic program with sufficient diagnostic-prognostic information to determine appropriate future programing. Photographs throughout the report illustrate program activities. Included are evaluation forms used in the program such as weekly reports, an aural developmental checklist, a behavioral checklist, and a guide to structured observation for parents. (DB)

ED 072600

"MULTI-COUNTY DIAGNOSTIC-INSTRUCTIONAL
PROGRAM FOR YOUNG DEAF CHILDREN"
(serving Lee, Collier, Hendry and Charlotte Counties)

1971 - 1972

a P. L. 91 230 TITLE VI-B ESEA, Project
State Project #72636



Administrative & Fiscal Agent
School Board of Lee County
Fort Myers, Florida

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Chairman

Mrs. Rayma Page
Dr. W. Robert Anderson

Howard DeVore
John Mills

Ray L. Williams
Superintendent

An Exceptional Child Education Program

EC 051 389E

This report is designed to illustrate the activities of the project for the 1971 - 1972 school year. Additional information regarding the project can be obtained by contacting

Consultant, Title VI-B
"Multi-County Diagnostic-Instructional
Program for Young Deaf Children"
School Board of Lee County
2235 First Street
Fort Myers, Florida 33901

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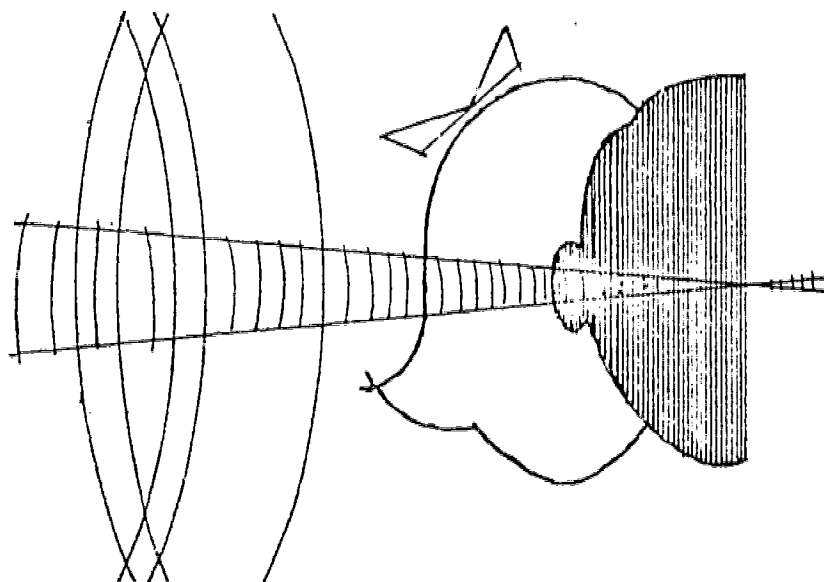
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PROJECT ABSTRACT

This project is designed to provide a sequential diagnostic-instructional program for young deaf children from the counties of Collier, Charlotte, Hendry and Lee.

MULTI-COUNTY TITLE VI-B PROGRAM



The instructional phase will concentrate on development of language and communication skills necessary for education of the hearing impaired as well as principles of early childhood education.

In-service education for staff directly involved with the students will be provided.

Parent participation activities leading toward better home training and understanding will be a major function.

Special staff, equipment, materials, transportation and facilities renovation will be included.

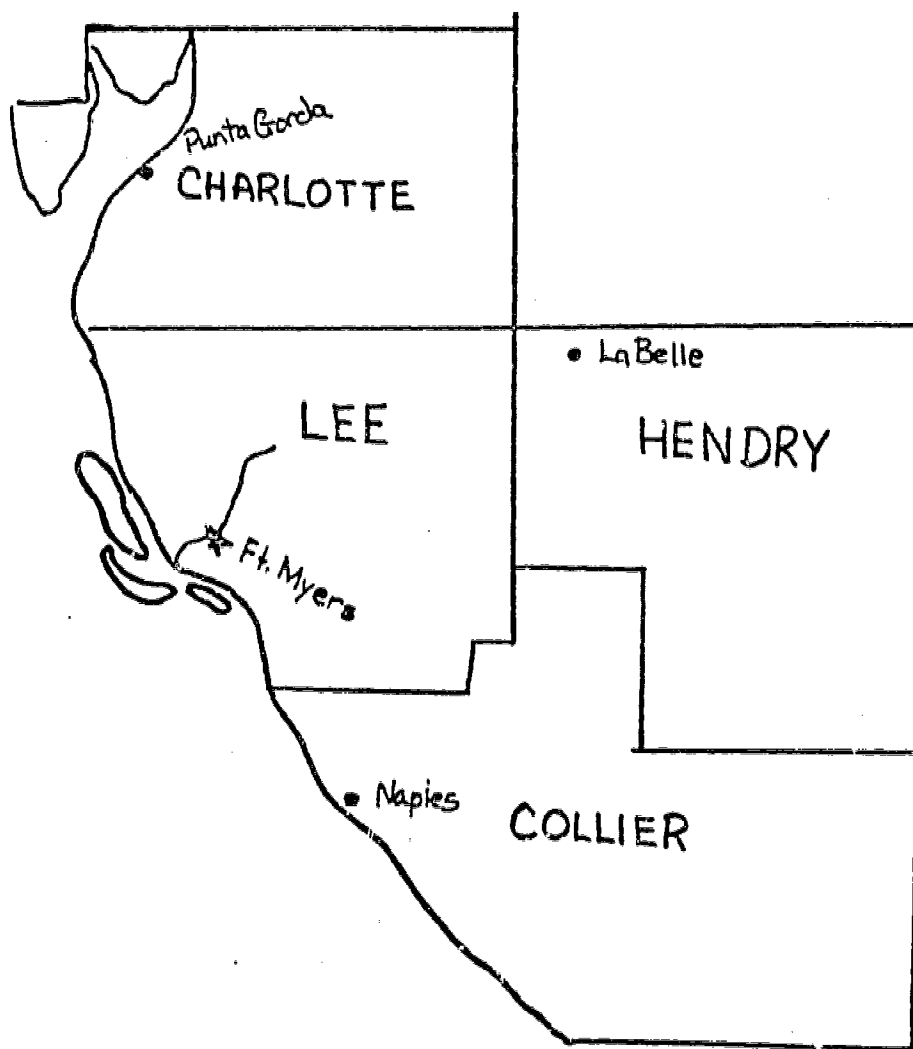
Consultant services for in-service education and evaluation will be purchased.

As a result of this project, it is expected that participating children will have acquired readiness skills necessary for an academic program with sufficient diagnostic-prognostic information to determine most appropriate future programming, i.e. State School for the Deaf or local schools with itinerant assistance.

Project Objectives

OBJECTIVE A

To provide an educational program for young hearing impaired children living in Lee, Collier, Charlotte and Hendry Counties.



County, number of children, and date of enrollment

County	Total	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Lee	11	7				1	2	1			
Collier	3	1	1	1							
Hendry	2			2							
Charlotte	0										
Total	16										

OBJECTIVE B

To provide a sequential curriculum with specific instructional objectives, strong in receptive and expressive language development skills in each specified area.



During the first semester of the 1971-72 school year, the coordinator, project consultant, and faculty began preparation of behavioral objectives in the form of a curriculum guide in each of the following areas: language, spelling, writing, math, social studies, and reading. The curriculum, still in rough draft stages, is to be sequentially ordered, using normative data according to the R-E-P language scale, the Quill curriculum guide, and Lee County Elementary Education curriculum guides.

OBJECTIVE C

To provide instructional personnel for the education of these children.



Mrs. Mary Ellen Dixon
Teacher, Preschool



Mrs. Ellen Burkett
Teacher, Level I



Miss Patsy D'Alessandro
Teacher, Level II

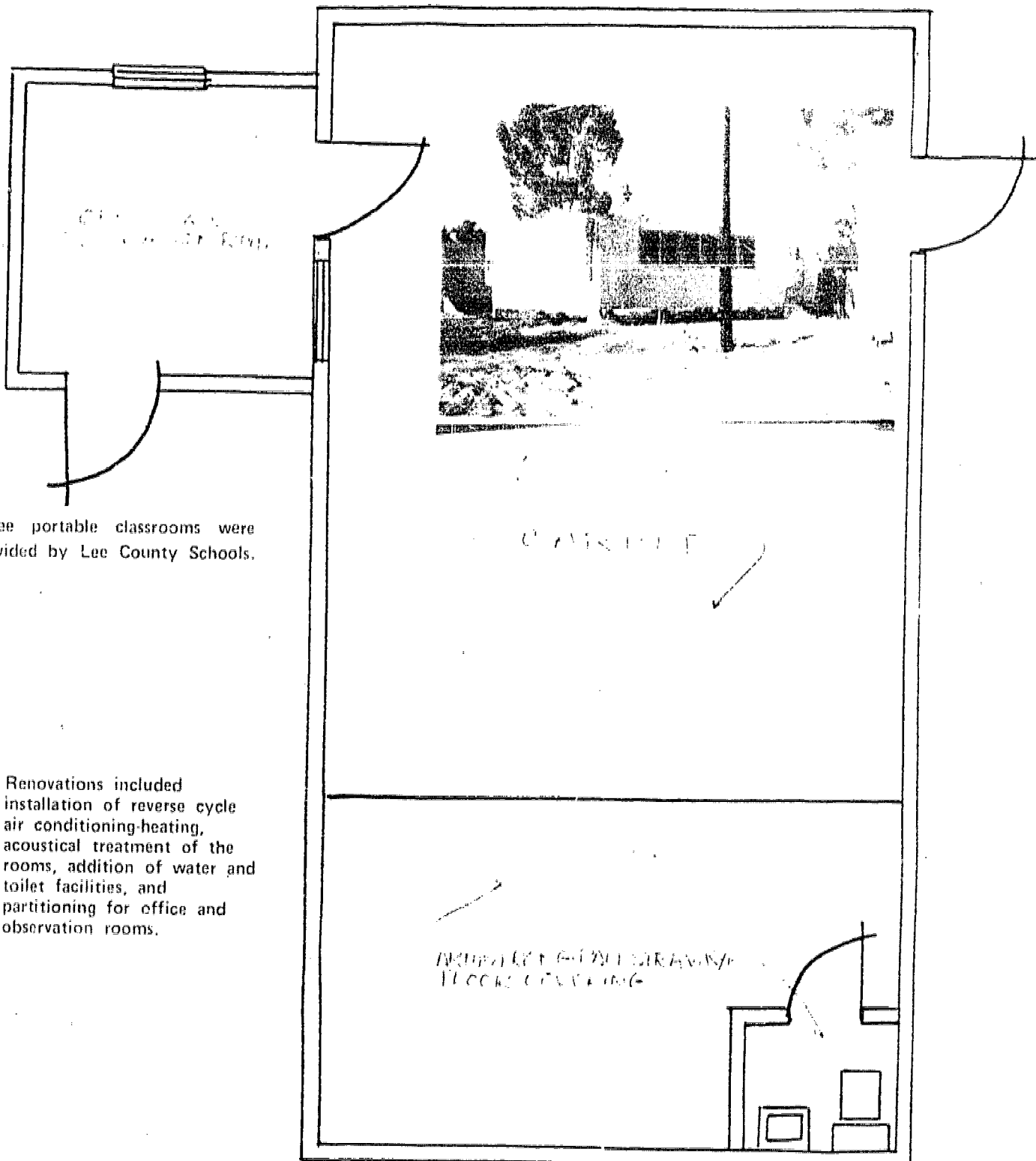


Mr. John Szymanski
Coordinator

Other personnel from Lee County and the participating counties provided assistance, including speech therapists, hearing therapist, psychologist and regular classroom teachers.

OBJECTIVE D

To provide adequate facilities by renovation of existing facilities.



Three portable classrooms were provided by Lee County Schools.

Renovations included installation of reverse cycle air conditioning-heating, acoustical treatment of the rooms, addition of water and toilet facilities, and partitioning for office and observation rooms.

Mr. Dave Taylor, School Plant Planner, designed the renovations, using ideas suggested by the staff.

CARPET

Allen Park, a modern elementary school located in the central section of Lee County, was chosen as the home for the program.

ARMSTRONG PALESTRA VINYL FLOOR COVERING

OBSERVATION ROOM

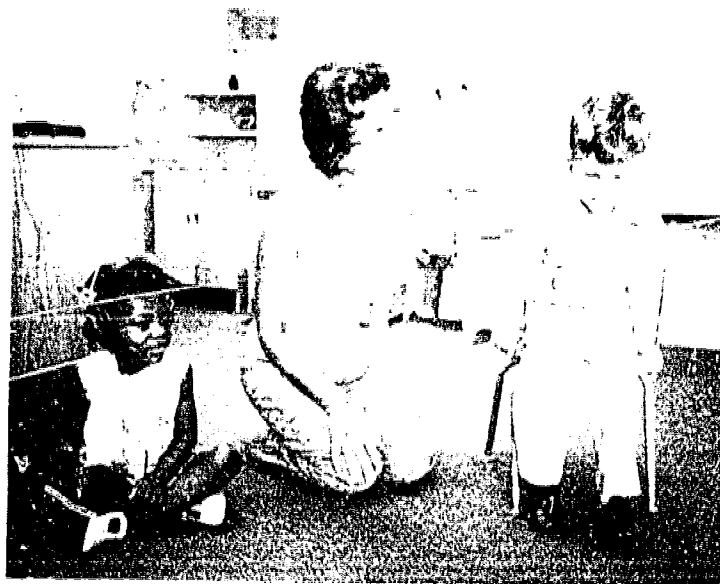
OBJECTIVE E

To provide educational media for the instruction of these children.

Three classrooms were equipped with furniture, equipment, and teaching materials appropriate to the level of the program.

The Phonic Ear FM Auditory Training System was purchased for use with the three classes.

This wireless system allows the teacher to speak to her class using a microphone transmitter. Her children can hear by means of the powerful receivers they wear.



The Phonic Ear permits complete mobility---in the class, on the playground, in the cafeteria, even on field trips. Also, two or more classes can broadcast in the same room without interfering with each other.



Two nine passenger station wagons and one twelve passenger van were purchased for use in the program.

Other equipment purchased during the year included:

IBM Typewriter
Overhead Projectors
Filmstrip Projectors

Primary Typewriter
Sony 1/2" Video Tape Recorder System
Cassette Tape Recorders

OBJECTIVE F

To provide in-service training of all personnel for working with these children.

STATE EXCEPTIONAL CHILD REGIONAL INSTITUTE

To provide non-credit inservice training to teachers not meeting requirements to teach in programs for the deaf.

- A. Sponsoring County: Lee
- B. Participating County: Lee
- C. Dates of Institute: August 9-13, 1971
- D. Location: Allen Park Elementary School
3345 Canelo Drive
Fort Myers, Florida
- E. Director: John Szymanski, Coordinator
Hearing Impaired Program
235 First Street
Fort Myers, Florida 33901
- Instructor: Dr. Winifred Northcott, Director
UNISTAPS* Exemplary Early
Childhood Education Project
for Hearing Impaired Children, 0-6 and
their Parents
*IP.L. 90-539
State Department of Education
St. Paul, Minnesota 55101

F. Program Outline:

Monday

- A.M.:
 - Course objectives
 - Definition of terms
 - Characteristics of children (3-8)
 - Rationale for early educational intervention
 - Components of a comprehensive pre-primary program
 - Educational options: primary grades
 - Audiogram vs the performing child
 - Curricular models and teaching styles
- P.M.:
 - Language development in young children
 - Application to teaching primary hearing-impaired children
 - Behavioral objectives: children: parents: teachers

- A. The writing of individual behavioral objectives
- B. Process of evaluation for modification of objectives

- Wednesday
 - Primary grades (children 5-8)
 - Goals of the program
 - Curriculum content and materials
 - Inductive approach to learning
 - Supplementary materials
 - Home-school interaction
 - Simulation exercises
- Thursday
 - A comprehensive program for parents
 - Parent guidance, counseling and parent education
 - A. Primary level (parent teaching program) through home training
 - B. Parent participation
 - A. Parent observations
 - B. Parent relationship
 - Building a trust relationship
 - The techniques involved in getting and giving information to parents

- Tuesday
 - Pre-primary children (3-5 years of age)
 - Goals of the program
 - Admission criteria
 - Objectives of the program
 - Philosophy, equipment, personnel
 - Nursery environment and activities
 - Components of individual teaching
 - Speech and language
 - Curriculum content and materials
 - Experience charts
 - Auditory training
 - Video-tape: auditory training
 - Video-tape: experience charts

Friday

- A.M.:
 - Types of assessment
 - Standardized tests
 - Developmental logs: time samples
 - Weekly progress reports
 - Video and audio speech and language samples
 - Informal teacher assessment: pre-primary
 - The teacher as functional psycho-educational diagnostician: primary grades
 - Supplementary video-tapes: individual teaching
- P.M.:
 - Summary and review of the week
 - Question and answer period about supplementary handouts

Materials to be Distributed: Related to

- Language acquisition
- Assessment scales and reporting forms
- Parent observation of child in school
- Reading list for participants
- Reading list for parents
- Reprints of professional articles
- Guides for classroom teachers with a hearing impaired child in the room, and for tutors of hearing impaired children in regular classes

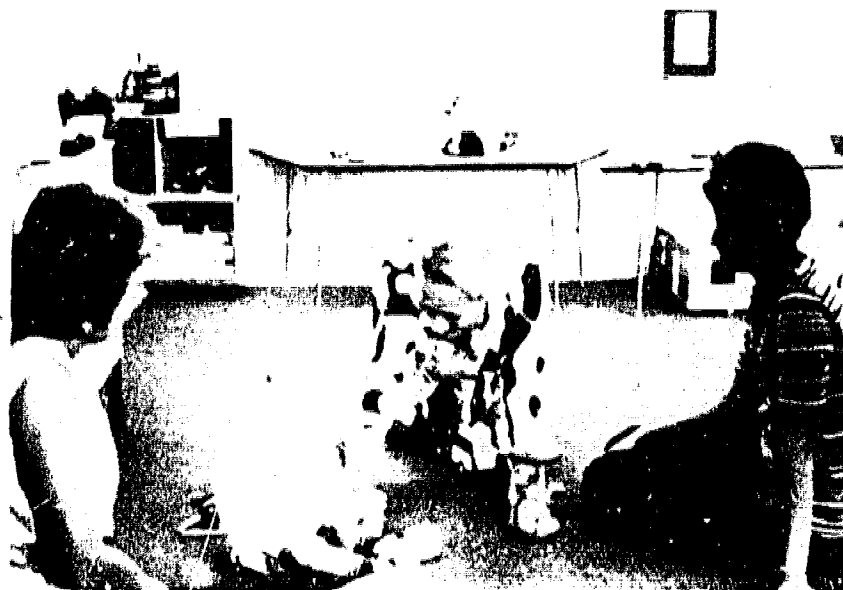
DR. WINIFRED NORTHCOTT
CONDUCTED A FIVE DAY
INSTITUTE ON TEACHING
DEAF CHILDREN.



Dr. Marya Mavilya, shown here with our three teachers, served as our major outside consultant to the program.

During the year, she provided a total of 18 consultant days and worked with the staff on program development and improvement of teaching skills and knowledge.

Dr. Mavilya also served in a diagnostic capacity, working with children referred for evaluation and possible placement in the program.



OBJECTIVE G

To provide counseling and instructional services for the parents of hearing impaired children and to assist them in working with their children in communication skills development.



Monthly parent meetings were held at the school, usually during the day to allow observation of the children. Here are the topics discussed during these meetings:

- A. First Quarter Activities
 - 1. Open house, general orientation, enrollment of students
 - 2. Parent program objectives, project objectives
 - 3. Individual and group counseling
- B. Second Quarter Activities
 - 1. Structured observations of children by parents
 - 2. Speaker "Some problems facing deaf in regular school program."
Ricky McClain - Lee County High School student
- C. Third Quarter Activities
 - 1. Guest speaker "Problems facing the deaf in college"
Kathi Sufferidge - student University of Miami
 - 2. How they hear - John Szymanski, Project Coordinator
 - 3. Structured observation of children by parents
 - 4. "Teach your child to talk" - Guest Speaker, Jane Hayford, Lee County hearing therapist
 - 5. Guest speaker "language stimulation for deaf children".
- D. Fourth Quarter Activities
 - 1. Guest speaker "Suggestions for language stimulation at home"
Dr. Marya Mavilva, Project Consultant
 - 2. Pupil progress, overall program progress project design FY73
 - 3. "Teach your child to talk" (parents 0-3)
John Szymanski, Project Coordinator
 - 4. Organizational meeting multi-county parents hearing impaired

Also, individual home visits were made by the staff to work with the parents and child in the home setting and to reinforce language development ideas presented in school.

OBJECTIVE H

To provide transportation for these children to the multi-county facility for hearing impaired children.



We employed three part-time drivers to transport the children from the three counties (Lee, Collier and Hendry). These drivers also worked as program aides or secretary. This provided valuable utilization of their time.

Our children benefited from this arrangement as they worked with their "bus driver" during the day. A closer relationship between school and home was fostered by means of the driver-aide program.

Activities

Providing a rich background of language oriented happenings was a prime objective for the program.

Many activities went on in the classes throughout the year. Experiences varied from learning to care for a pet such as the durable gerbils to learning how to brush teeth correctly.



Trips to local attractions were included as vital aspects of the program. Advance preparation and follow-up activities helped develop the needed reservoir of language concepts in the children.





We rambled to such interesting events as

the grocery store (on several shopping expeditions)

the airport (where we got to see a 727!)

the decorated store windows downtown (real Halloween witches)

the beach (a genuine picnic)

the Christmas party (our very own Santa Claus came)

the Shady Oaks Park (and a great petting zoo)

the Shell Factory (we looked at so many shells)

the Coca Cola Bottling Company (ummm, good)

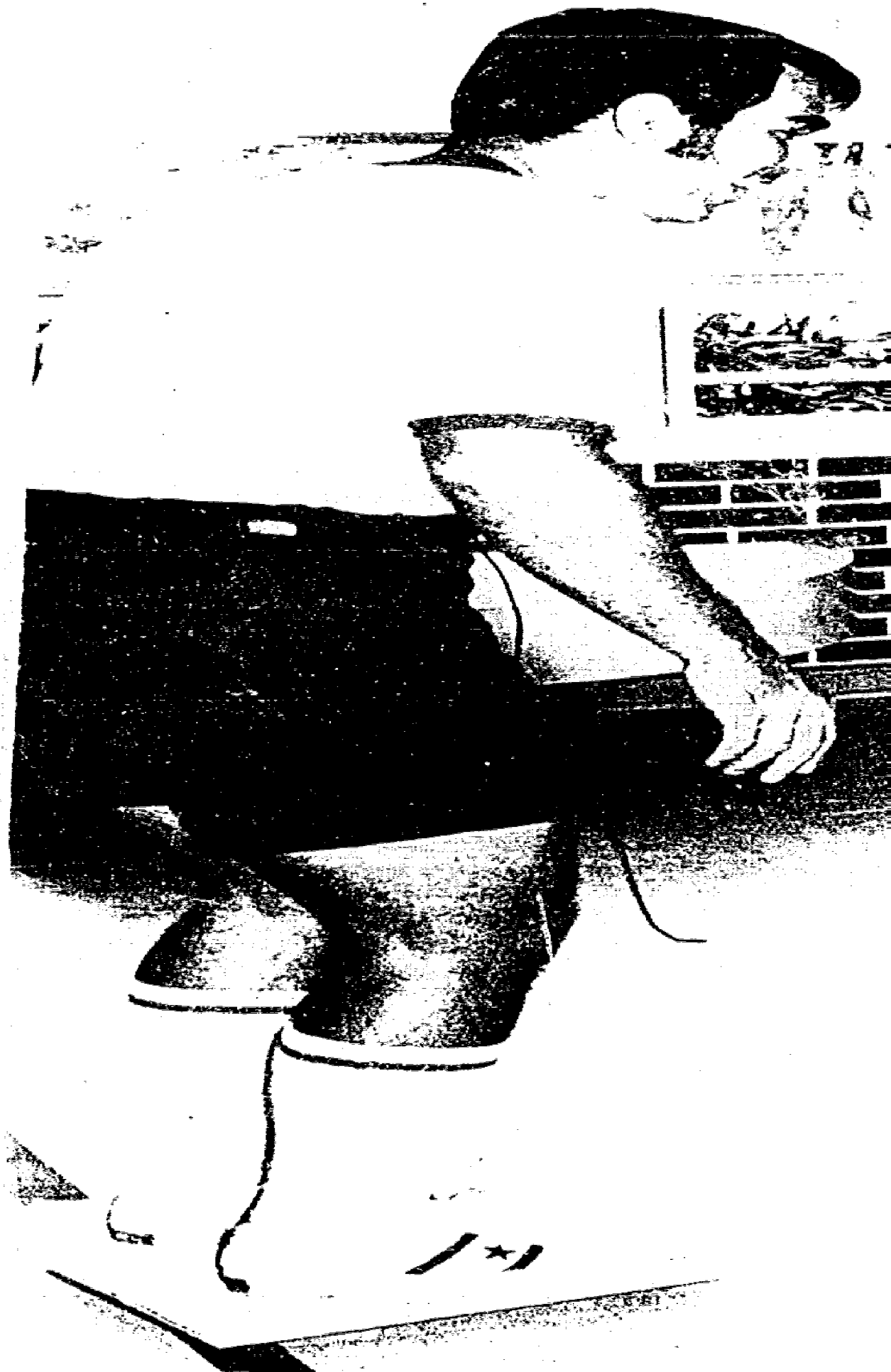
the fire station (we got to climb on the trucks, too)

the Everglades Wonder Garden (lots of alligators there)

the Jungle Cruise (we got to steer the boat!)

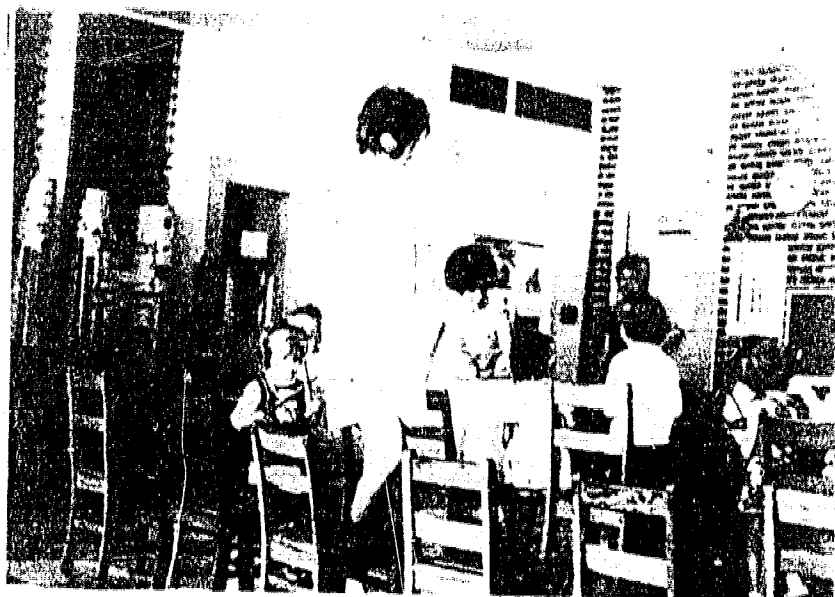
WE HAD FUN!!







We were fortunate to have the opportunity to work with special services in the school. Our children had the benefits of working with physical education classes, art classes and music classes along with hearing children. These experiences were valuable indeed, and we hope to be able to expand to include even more such times next year.



Lee County Schools personnel participated actively in our project.

Mr. Al Tapio, Media Specialist, taught us how to use our video tape recording system and was on call throughout the year whenever needed for assistance with audio-visual aids.



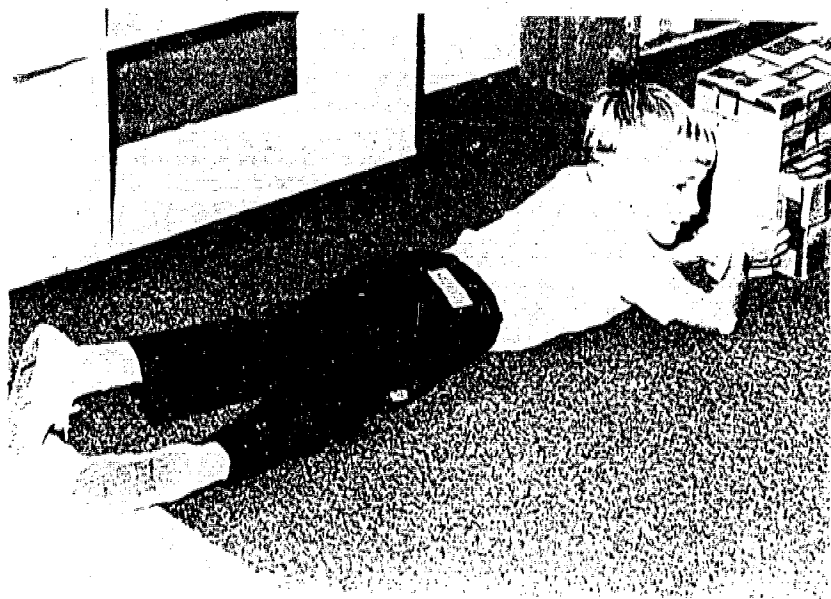
Mrs. Jane Hayford, Hearing Therapist, served as a consultant to the program, assisting with diagnostic procedures and with in-service education for parents.

Mr. Oliver Payne, Principal of Allen Park Elementary School, provided support and administrative leadership to our program and helped to make us feel a part of the school.



Mrs. Carolyn Sumy, Secretary, and Mrs. Marian Swain, Bookkeeper, both at Allen Park School, helped with the "bits and pieces" of supply ordering, records, and everyday activities of school.

The project has been funded for the second year. During the 1972-73 school year, a main goal will be to locate, identify and work with deaf infants between the ages of birth and three years in a home-school training program with parents. The project consultant and teachers will work with the parents of the deaf infant to promote early language and speech development, using the residual hearing of the baby.



Evaluation Forms

WEEKLY REPORT*

Date _____ Weekly Report for _____

<u>Activity</u>	<u>Child's Behavior</u>	<u>Behavior With Another Child</u>
		quality of interaction
		response to child
		language patterns
		behavior management of child
	wearing hearing aid —	

Child's Language

<u>Receptive</u>	<u>Expressive</u>
<u>auditory discrimination</u>	<u>examples</u>
receives:	vocalizes:
	babbles:
responds:	voiceless speech:
	holophrastic:
speechreading (multisensory)	echolalic:
	telegraphic:
<u>Capacity</u>	spontaneous expression:
1. single words:	
2. phrases:	gesture language:
3. simple sentences:	
4. complex sentences:	

Mother's activities:

Father's activities:

Parent's questions:

Suggestions to parents:

Next scheduled visit:

*Adaption of Watson - Pickles Scales Unistaps Model Pre-school Center Project, Minnesota Department of Education (Dr. Winifred Northcott, Project Director).

DIFFERENTIAL DEVELOPMENT FOR HEARING IMPAIRED CHILDREN*
Every Nine Weeks

AUDITORY DISCRIMINATION (Aid on)

Awareness of

_____ Environmental Sounds

Examples: _____

_____ Voice and/or child's name

_____ Music

Conditioned to respond to sound (what)

_____ No

_____ Yes

_____ Distance listening (across room -
playground)

Discrimination

_____ Between 2 gross sounds

_____ Among 3 gross sounds

_____ Between 2 soft sounds

_____ Among 3 soft sounds

_____ Between 2 words (not in carried
phrase)

one syllable

two syllables

_____ Among sentences

VERBAL

Imitative

Sounds

Words

Rhythmic patterns

Phrases

Sentences

Aural

Visual
Aural

Spontaneous

_____ Shouts for attention.

_____ Babbles phrases (4 syllables or
more)

_____ Initiates number of syllables after
someone (echolalic)

_____ Says "mama" or "dada".

_____ Says first true words imperfectly.

_____ Vocabulary-single understandable
words (circle 10, 50, 100).

_____ Uses sentences of two or more
words.

_____ Asks questions.

_____ Engages in conversation.

Comments: _____

*Adaption of Kansas University Medical Center Boone, (Watson Pickles-Scales) Unistaps Model
Pre-school, Minnesota Department of Education (Dr. Winifred Northcott, Project Director).

Articulation

p
b
m
t
d
n
l
k
g
s
sh
ch
j

ah
oo
ee

Intonation Pattern

Directions: Present check Future

Imitative:

In syllables

In words

In sentences

Spontaneous

In syllables

In words

In sentences

Pitch Range

Monotone

Other

Comments:

Behavioral Check List

[illegible]

8. Use of Furniture Blocks

- Sorts into appropriate rooms with assistance
- Sorts into appropriate rooms in non-directed play
- Pairs go-together furniture (table and chairs, etc.)

9. Use of Table and Kitchen

- Selects necessary utensils to set table
- Serves "tea party" food
- Uses utensils appropriately
- Washes and returns equipment

D. Matching

1. Color to color
2. Form to form
3. Size to size
4. Object to object
5. Object to picture
6. Picture to picture
7. Picture to symbol

E. Tactile, Auditory and Visual Discriminations

1. Auditory Discrimination

- Localizes to sound behind back
- Localizes to sound in front (eyes closed)
- Discriminates between 2 grossly different noises
- Discriminates between 3 grossly different noises
- Discriminates between 2 noises similar in tone
- Discriminates between loud and soft sounds
- Discriminates between high and low sounds
- Selects appropriate common animal sounds
- Selects appropriate sounds of equipment (cars, sweeper train, etc.)

[illegible]

G. Vocal Imitative Behavior - Single to Sound Combinations

1. Open mouth - Say Ah
2. Close mouth - Say m-m-m
3. Say Ah
4. Say in-n-n
5. Say Ah
6. Say ma
7. Say ma-ma
8. Say hi
9. Say Bye
10. Say Baby
11. Say daddy
12. Imitation of numerous words

II. Language and Speech Skills

A. Non-vocal communications

1. Waves bye
2. Waves hi
3. Gestures "come"
4. Points to object desired
5. Nods head "yes"
6. Shakes head "no"

B. Vocal Social Responses, Directed and Spontaneous

1. "Hi"
2. "Bye"
3. Please
4. Thank you

C. Demonstrated recognition of picture or object in core vocabulary

D. Verbal response to picture or object providing a core vocabulary

[illegible]

IV. Self-concept

- A. Recognizes picture of self
- B. Knows name if asked
 - First name
 - First and last name
- C. Identifies body parts
- D. Names body parts

STRUCTURED OBSERVATION OF A CHILD IN SCHOOL*
FOR PARENTS

Please respond with a check in the appropriate space or with a few words, as appropriate.

1. Choice of Activities

- A. How much time does your child spend in large muscle activities such as running, jumping, climbing, building with large blocks or other physically strenuous activities that call for the use of his entire body? A lot of play time _____; a moderate amount of time _____; very little time _____.
- B. Does he do these things easily, gracefully, and fearlessly _____, or are his movements hesitant, tentative, or clumsy? _____
- C. How much time does he spend in quiet activities such as sitting at a table or on the floor playing with manipulative toys and games like puzzles, lego, stringing beads, building with small blocks, dominos and lotto games? A lot of play time _____; a moderate amount of time _____; very little time _____.
- D. Does he participate voluntarily _____ or must he be encouraged _____ in the more unstructured media such as paints, clay or play dough, fingerpainting or whatever kind of art activity is provided?
- E. How does he use these materials: freely without restraint _____ or anxiously as if fearful of getting dirty or not being able to do what he wants with them?
- F. Does he get deeply engrossed in the activity he is engaged in? _____ Does he give it a fairly long attention span and personal involvement? _____ Does he seem to only "dabble" for very short periods of time? _____ Is he easily distracted by other activities or children in the room and therefore does he rarely really "sink his teeth" into what he is doing? _____
- G. Does he spend much time watching others do things? _____ Does he get involved himself fairly quickly in projects and activities? _____

2. Social and Emotional Behavior

A. Relationships with other children:

- a. How much time does he spend in

Solitary play - being by himself, playing entirely alone

(A lot of time _____; a reasonable amount _____ very little _____)

- B. When playing with other children, how does he get along with them? Is there frequent friction or conflict _____ What kind of children does he seem to get along with best? Active and outgoing _____; passive and shy _____
- C. What effect does his behavior seem to have on the group and what effect does the group have on him? Is he over-stimulated or easily distracted by the other children? _____ Is he disruptive _____ or generally cooperative and constructively involved with others? _____

*Adaption of Model Demonstration Project - UNISTAPS

3. Relationships with Adults:

- A. Does he interact with the teachers frequently or not? _____ What is the nature of his interaction? (Conversation _____; play _____ or work _____) Does he initiate it or do the teachers? _____
- B. Does he seem excessively dependent on the teachers for attention and for help or is he relatively independent? _____
- C. Is he able to give and receive affection and to relate warmly to his teachers _____, or does he maintain some emotional distance from them? _____
- D. Does he take directions easily and usually follow them? _____ Is he able to adhere to the usual classroom routine without constant reminding? _____ Do changes in routine seem to confuse or distress him? _____

4. Communication

- A. Does he seem alert and aware of things that are happening around and to him? _____
- B. Does he attempt any verbal communication? (yes) (no) _____
Actual speech in sentences? (sample) _____
Sentence fragments? _____
Single words? Spontaneous _____ Imitates teacher _____
Clear or garbled enunciation? _____
Grunts and/or babbling? _____
- C. If he does talk, does he talk more to adults _____, to other children _____, or to himself? _____ Does he talk more during one type of activity than another? _____
- D. What forms of nonverbal communication does he use?
Hand and body gestures? _____
Facial expressions? _____
Crying and/or temper tantrum? _____
Anything else? _____
- E. Does he express his emotions and ideas through any forms other than those mentioned above, such as through play or through physical acts? Give example _____
- F. Does he display a wide range of emotions _____, only a few _____, or practically none? _____ Which feelings does he show most and how? Describe in a sentence or two. _____
- G. Considering his age, do you feel he is finding and using constructive outlets for his feelings and ideas in the classroom? _____ If so, what are those outlets? _____
If not, what other ways would you like him to behave to show his feelings and ideas now? _____
How do you think you and the school can be helpful to him in this area? _____